

North Dakota Theatre Content Standards

Grades K-12

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NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

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Superintendent's Forward

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Document Revision Log

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Introduction

The North Dakota theatre arts content standards articulate the knowledge and activities that students should know and be able to do related to theatre. Framed within the processes of creating, performing, responding and connecting, the theatre arts standards use the same eleven anchor standards consistent with all the arts standards, but specific to the theatre arts. Along with understandings of the tradition of the theatre and drama as a way of telling stories, conveying information and expressing ideas throughout history and across cultures, the standards include understandings of the elements of performance, design, interpretation other aspects of theatre.

The theatre arts standards, as the other standards, were developed by a team of North Dakota educators, informed by national, regional and previous state standards. Their intended use is for all those in North Dakota involved in the education and support of young people, whether they are language arts teachers, elementary classroom teachers, theatre arts professionals or other stakeholders involved in the arts. It is the hope that the standards will support collaborative efforts to include the theatre arts into the world of learning and academics.

The purpose of the standards is to provide a framework from which educators, community members and stakeholders of North Dakota can support and implement the arts into the curriculum for kindergarten through twelfth grade students. The interest of the team was to develop a working document that both serve to articulate expectations for learning, but also to initiate collaborations among those involved with the education of the state's youth. Basic to the development of the standards is an understanding of the importance the arts serve in being human. As young people in North Dakota explore their world through the various academic disciplines in formal and informal education, the arts must be an integral element.

The arts serve as a vehicle for understanding the other disciplines, inform them and allow children and youth to express themselves and their learning in ways that go beyond the traditional modes of testing. As we move towards goals of greater freedom of expression and innovation in education in North Dakota, the arts can be a guiding light for all content areas. They can be a thread that creates cohesion and meaning and ties content areas together. Essential components to the standards for the arts is an understanding of artistic literacy. Artistic literacy is the knowledge and understanding required to participate authentically in the arts. It involves the ability to create, perform, produce, present and respond in the different content areas. It involves an understanding of the artistic processes that go deeper as knowledge and experience increases.

While the overall goal of the committee was to articulate the essential elements of what North Dakota children and youth should know and be able to do related to the arts, exemplary standards from other states, the National Coalition for Core Arts Standards, along with the previous North Dakota standards were used in the review process. Research, best practice and educational legislation was considered in the review process. The document was also further revised through a public review process, allowing for input from a broader group of citizens and individuals interested in the arts and education.

The standards include anchor standards that express overall expectations across grade level with performance standards articulated by grade level. The anchor standards are clustered around the processes of:

- Creating
- Performing/Presenting/Producing
- Responding
- Connecting

Each Anchor Standard includes Enduring Understandings and Questions that address important concepts and ideas implicit in the standards. Performance standards articulate the anchor standards from kindergarten through fifth grade with standards for middle school and high school. The document also includes a glossary.

Key Features of this Document

Artistic Processes are the cognitive and physical actions by which arts learning and making are realized. These processes define and organize the link between the art and the learner. The arts processes are Create, Perform/Produce/Present, Respond, and Connect.

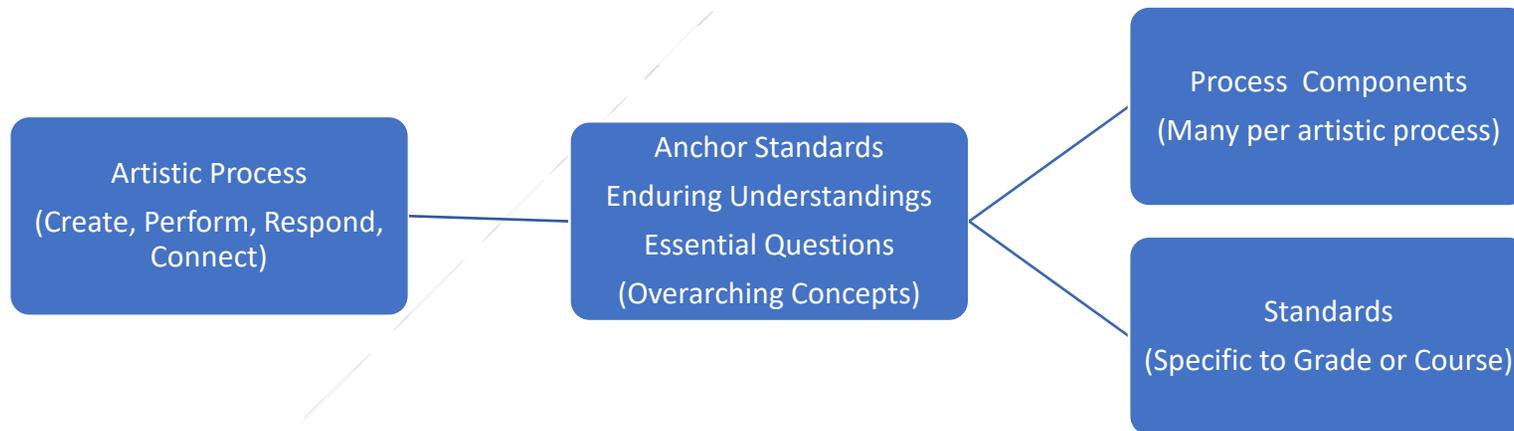
Anchor Standards describe the general knowledge and skill that teachers expect students to demonstrate throughout their education and the arts. These serve as the tangible educational expression of artistic literacy.

Enduring Understandings are statements summarizing important ideas and processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area. Enduring understandings should also enable students to make connections to other disciplines beyond the arts.

Essential Questions guide students as they uncover enduring understandings. They are questions that encourage, hint at, even demand transfer beyond the particular topic in which students first encounter them. Therefore, essential questions should recur over the years to promote conceptual connections and curriculum coherence.

Process Components are the actions artists carry out as they complete each artistic process. These play a key role in generating enduring understandings and grade/course standards.

Standards are discipline-specific (dance, media arts, music, visual arts, theatre), grade-by-grade or course-by-course articulations of student achievement.



THEATRE								
Creating								
Anchor Standard 1 - Generate and Conceptualize Artistic Ideas and Work								
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry. Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?								
	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Envision	TH:Cr1.K With prompting and support express original ideas in guided <u>creative drama</u>	TH:Cr1.1 With prompting and support contribute to the development of a sequential <u>plot</u>	TH:Cr1.2 Identify ways in which voice and sounds may be used to create or retell a story	TH:Cr1.3 Devise original ideas for a <u>creative drama experience</u>	TH:Cr1.4 Develop original ideas for <u>characters and plot</u> in an <u>improvised theatre performance</u>	TH:Cr1.5 Participate in specific responsibilities required to present a <u>creative drama</u> or theatre work informally to an <u>audience</u>	TH:Cr1.MS Develop a <u>character</u> in a <u>creative drama</u> or theatre work and experiment with the use of production and <u>staging elements</u>	TH:Cr1.HS Examine the roles of <u>character</u> , <u>story</u> , <u>playwright</u> , <u>theatre tradition</u> , <u>production</u> and <u>staging</u>

Artistic Processes

Process Component

Grade Level Standards

Numbering System

Interpreting the Standard Numbering System
 Example: TH:Cr1.HS
 TH = Theatre Arts
 CR = Artistic Process
 1 = Anchor Standard
 HS = Grade or Level

North Dakota Arts Standards			
Artistic Processes, Process Components and Anchor Standards			
Artistic Processes			
Creating Definition: Creating and developing new artistic ideas and work.	Performing/Presenting/Producing Definition: Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work.	Responding Definition: Understanding and evaluating how the arts convey meaning.	Connecting Definition: Relating artistic ideas and work with personal meaning and external context.
Process Components			
Envision, Develop, Rehearse	Select, Prepare, Share, Present	Reflect, Interpret, Evaluate	Emphasize, Interrelate
Anchor Standards			
Students will: 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	Students will: 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	Students will: 7. Perceive and analyze artistic work. 8. Construct meaningful interpretations of artistic work. 9. Apply criteria to evaluate artistic work.	Students will: 10. Synthesize and relate knowledge and personal experiences to create art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works of various cultures.

Theatre ~ Creating

Anchor Standard #1: Generate and Conceptualize Artistic Ideas and Work

Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Question(s): *What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Envision	TH:Cr1.K With prompting and support express original ideas in guided <u>creative drama</u>	TH:Cr1.1 With prompting and support contribute to the development of a sequential <u>plot</u> in guided <u>creative drama</u>	TH:Cr1.2 Identify ways in which voice and sounds may be used to create or retell a story	TH:Cr1.3 Devise original ideas for a <u>creative drama</u> experience	TH:Cr1.4 Develop original ideas for <u>characters</u> and <u>plot</u> in an <u>improvised</u> theatre performance	TH:Cr1.5 Participate in specific responsibilities required to present a <u>creative drama</u> or theatre work informally to an <u>audience</u>	TH:Cr1.MS Develop a <u>character</u> in a <u>creative drama</u> or theatre work and experiment with the use of production and <u>staging</u> elements	TH:Cr1.HS Examine the roles of <u>character traits, story, playwright, production</u> , theatre tradition, <u>production</u> and <u>staging</u> elements, and genre in a <u>drama</u> or theatre work

Bold and Underlined words are found in the glossary at the end of this document.

Theatre ~ Creating

Anchor Standard #2: Organize and develop artistic ideas and work.

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning

Essential Question(s): *How when and why do theatre artists' choices change?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Develop	TH:Cr2.K With prompting and support express original ideas through <u>gestures</u> and words in guided <u>creative drama</u>	TH:Cr2.1 With prompting and support contribute to the development of a sequential <u>plot</u> in guided <u>creative drama</u>	TH:Cr2.2 Identify ways in which <u>dialogue</u> and sounds may be used to create or retell a story	TH:Cr2.3 Devise original ideas for a <u>creative drama</u> experience	TH:Cr2.4 Develop original ideas for an <u>improvised</u> play with <u>characters</u> and <u>plot</u>	TH:Cr2.5 Participate in specific responsibilities required to present a <u>drama</u> or theatre work informally to an audience	TH:Cr2.MS Demonstrate leadership and collaboration when developing a <u>drama</u> or theatre work	TH:Cr2.HS Analyze the collaborative relationship of <u>the actor</u> , <u>director</u> , <u>production staff</u> and <u>playwright</u> in creating a <u>drama</u> or theatre work

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Theatre ~ Creating

Anchor Standard #3: Refine and complete artistic work.

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question(s): *How do theatre artists transform and edit their initial ideas?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Rehearse	TH:Cr3.K With prompting and support identify plot details in guided creative drama .	TH:Cr3.1 With prompting and support contribute to the adaptation of the plot in guided creative drama .	TH:Cr3.2 Contribute to the adaptation of dialogue in a creative drama .	TH:Cr3.3 Contribute to the adaptation of dialogue in a creative drama .	TH:Cr3.4 Revise an improvised or scripted drama .	TH:Cr3.5 Evaluate choices to improve an improvised or scripted drama .	TH:Cr3.MS Analyze scripted drama and improvised theatre works.	TH:Cr3.HS Refine design choices to support the story and impact of devised, improvised or scripted drama .

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Theatre ~ Performing

Anchor Standard #4: Select, analyze, and interpret artistic work for presentation

Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.

Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Select	TH:Pr4.K With prompting and support use facial expressions to communicate <u>character</u> and emotions in guided <u>creative drama</u>	TH:Pr4.1 With prompting and support use body, face, <u>gesture</u> , and voice to communicate <u>character</u> and emotions in guided <u>creative drama</u>	TH:Pr4.2 Alter voice and body to expand and articulate <u>character</u> in a <u>creative drama</u>	TH:Pr4.3 Determine how movement and voice can be incorporated into a <u>creative drama</u>	TH:Pr4.4 Make physical and vocal choices to develop a <u>character</u> in a <u>drama</u> experience	TH:Pr4.5 Experiment with physical and vocal choices to create meaning in <u>drama</u> and theatre works	TH:Pr4.MS Identify the essential events in a story or <u>script</u> that make up the <u>dramatic structure</u>	TH:Pr4.HS Apply a variety of <u>acting techniques</u> in the <u>rehearsal</u> and performance of <u>drama</u> and theatre works

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Theatre ~ Performing

Anchor Standard #5: Develop and refine artistic techniques and work for presentation

Enduring Understanding: Theatre artists develop personal processes and skills for a performance or technical/production design.

Essential Question(s): *What can I do to fully prepare a performance or technical/production design?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Prepare	TH:Pr5.K With prompting and support identify various <u>design elements</u> in guided <u>creative drama</u>	TH:Pr5.1 With prompting and support experiment with <u>design elements</u> in guided <u>creative drama</u>	TH:Pr5.2 Identify the basic <u>design elements</u> in <u>creative drama</u> experiences	TH:Pr5.3 Describe <u>design elements</u> in a <u>creative drama</u> experience	TH:Pr5.4 Discuss the use of <u>technical elements</u> to enhance a <u>drama</u> experience	TH:Pr5.5 Demonstrate the use of <u>technical design elements</u> in <u>drama</u> and theatre works	TH:Pr5.MS Analyze how <u>technical</u> and <u>production design elements</u> enhance <u>drama</u> and theatre works	TH:Pr5.HS Apply <u>technical elements</u> to enhance the <u>technical</u> and <u>production design</u> of <u>drama</u> and theatre works

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Theatre ~ Performing

Anchor Standard #6: Convey meaning through the presentation of artistic work

Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Essential Question(s): *What happens when theatre artists and audiences share a creative experience?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Share, Present	TH:Pr6.K With prompting and support use voice and sound in guided <u>creative drama</u>	TH:Pr6.1 With prompting and support use movement and <u>gesture</u> to communicate emotions in guided <u>creative drama</u>	TH:Pr6.2 Contribute original ideas or choices to an <u>improvised</u> drama	TH:Pr6.3 Rehearse and discuss reflections about a <u>creative drama</u> experience	TH:Pr6.4 Perform small-group <u>drama</u> and theatre works to an <u>audience</u>	TH:Pr6.5 Present <u>drama</u> and theatre works informally for an <u>audience</u>	TH:Pr6.MS Perform a rehearsed <u>drama</u> or theatre work for an <u>audience</u>	TH:Pr6.HS Perform a rehearsed <u>drama</u> for a specific <u>audience</u> with developed <u>production elements</u>

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Theatre ~ Responding

Anchor Standard #7: Perceive and analyze artistic work.

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Reflect	TH:Re7.K With prompting support describe a response to characters in guided <u>creative drama</u>	TH:Re7.1 With prompting and support discuss an emotional response to guided <u>creative drama</u>	TH:Re7.2 Describe the artistic choices made in <u>creative drama</u> experiences	TH:Re7.3 Discuss artistic choices and how they shape reactions to <u>drama</u> and theatre works	TH:Re7.4 Identify artistic choices made through participation in and observation of <u>drama</u> and theatre works	TH:Re7.5 Explain personal reactions to artistic choices made in <u>drama</u> and theatre works	TH:Re7.MS Evaluate the artistic choices in <u>drama</u> and theatre works	TH:Re7.HS Synthesize what is seen, felt, and heard in <u>drama</u> and theatre works to develop criteria for personal artistic choices

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Theatre ~ Responding

Anchor Standard #8: Construct meaningful interpretations of artistic work

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics

Essential Question(s): *How can the same work of art communicate different messages to different people?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Interpret	TH:Re8.K With prompting and support describe a setting in <u>creative drama</u>	TH:Re8.1 With prompting support discuss how <u>setting</u> can influence <u>character traits</u> in <u>creative drama</u>	TH:Re8.2 Describe how <u>setting</u> influences <u>character traits</u> and consequences in <u>creative drama</u>	TH:Re8.3 Discuss ways to develop <u>character traits</u> for a <u>creative drama</u> or theatre work	TH:Re8.4 Compare <u>characters</u> in a <u>creative drama</u> or theatre work	TH:Re8.5 Explain how cultural perspectives influence personal responses to <u>characters</u> in drama and theatre works	TH:Re8.MS Analyze how cultural perspectives influence the evaluation of <u>drama</u> and theatre work	TH:Re8.HS Analyze how artistic choices are developed from personal experiences in <u>drama</u> and theatre works

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Theatre ~ Responding

Anchor Standard #9: Apply criteria to evaluate artistic work.

Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question(s): *How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Evaluate	TH:Re9.1.K With prompting support identify <u>design elements</u> in guided <u>creative drama</u>	TH:Re9.1 With prompting support describe <u>design elements</u> in guided <u>creative drama</u>	TH:Re9.2 Discuss <u>design elements</u> in guided <u>creative drama</u>	TH:Re9.3 Compare <u>design elements</u> in <u>creative drama</u>	TH:Re9.4 Propose criteria to evaluate <u>drama</u> and theatre works	TH:Re9.5 Implement criteria to evaluate <u>drama</u> and theatre works	TH:Re9.MS Evaluate <u>drama</u> and theatre works using supporting evidence	TH:Re9.HS Analyze a <u>drama</u> or theatre work using personal aesthetics and artistic criteria

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Theatre ~ Connecting

Anchor Standard #10: Synthesize and relate knowledge and personal experiences to create art.

Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Essential Question(s): *What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Emphasize	TH:Cn10.K With prompting and support identify similarities between <u>characters</u> and oneself in guided <u>creative drama</u>	TH:Cn10.1 With promoting and support describe similarities between <u>characters</u> and oneself in a guided <u>creative drama</u>	TH:Cn10.2 Compare <u>character</u> experiences to personal experiences in <u>creative drama</u>	TH:Cn10.3 Discuss personal experiences and knowledge to make connections to community and culture in <u>creative drama</u>	TH:Cn10.4 Identify the ways <u>drama</u> and theatre work reflect the perspectives of a community or culture	TH:Cn10.5 Explain how <u>drama</u> and theatre work connects one to a community or culture	TH:Cn10.MS Research how cultural perspectives, community, ideas, and personal beliefs impact a <u>drama</u> or theatre work	TH:Cn10.HS Collaborate on <u>drama</u> or theatre work that examines a critical issue using various perspectives

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Theatre ~ Connecting

Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works of various cultures.

Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

Essential Question(s): *What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Interrelate	TH:Cn11.K With prompting and support identify similarities and differences in stories from multiple cultures	TH:Cn11.1 With prompting and support describe similarities and differences in stories from multiple cultures	TH:Cn11.2 Compare similarities and differences in stories from multiple cultures through <u>creative drama</u> experiences	TH:Cn11.3 Describe how stories are adapted from literature to become <u>drama</u> or theatre works	TH:Cn11.4 Discuss cross-cultural approaches to storytelling in <u>drama</u> and theatre works	TH:Cn11.5 Investigate historical, global, and cultural issues in <u>drama</u> and theatre works	TH:Cn11.MS Use different forms of <u>drama</u> and theatre work to examine contemporary, social, cultural, or global issues	TH:Cn11.HS Analyze the social, historical, and cultural contexts of <u>drama</u> and theatre works

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Theatre – Kindergarten	
Process Components	Creating
Envision	TH:Cr1.K With prompting and support express original ideas in guided <u>creative drama</u>
Develop	TH:Cr2.K With prompting and support express original ideas through <u>gestures</u> and words in guided <u>creative drama</u>
Rehearse	TH:Cr3.K With prompting and support identify <u>plot</u> details in guided <u>creative drama</u>
Process Components	Performing
Select	TH:Pr4.K With prompting and support use facial expressions to communicate <u>character</u> and emotions in guided <u>creative drama</u>
Prepare	TH:Pr5.K With prompting and support identify various <u>design elements</u> in guided <u>creative drama</u>
Share, Present	TH:Pr6.K With prompting and support use voice and sound in guided <u>creative drama</u>
Process Components	Responding
Reflect	TH:Re7.K With prompting support describe a response to characters in guided <u>creative drama</u>
Interpret	TH:Re8.K With prompting and support describe a setting in <u>creative drama</u>
Evaluate	TH:Re9.1.K With prompting support identify <u>design elements</u> in guided <u>creative drama</u>
Process Components	Connecting
Emphasize	TH:Cn10.K With prompting and support identify similarities between <u>characters</u> and oneself in guided <u>creative drama</u>
Interrelate	TH:Cn11.K With prompting and support identify similarities and differences in stories from multiple cultures

Bold and Underlined words are found in the glossary at the end of this document.

*Refer to the Anchor Standards for Enduring Understandings and Essential Questions.

Theatre – Grade 1	
Process Components	Creating
Envision	TH:Cr1.1 With prompting and support contribute to the development of a sequential <u>plot</u> in guided <u>creative drama</u>
Develop	TH:Cr2.1 With prompting and support contribute to the development of a sequential <u>plot</u> in guided <u>creative drama</u>
Rehearse	TH:Cr3.1 With prompting and support contribute to the adaptation of the <u>plot</u> in guided <u>creative drama</u>
Process Components	Performing
Select	TH:Pr4.1 With prompting and support use body, face, <u>gesture</u> , and voice to communicate <u>character</u> and emotions in guided <u>creative drama</u>
Prepare	TH:Pr5.1 With prompting and support experiment with <u>design elements</u> in guided <u>creative drama</u>
Share, Present	TH:Pr6.1 With prompting and support use movement and <u>gesture</u> to communicate emotions in guided <u>creative drama</u>
Process Components	Responding
Reflect	TH:Re7.1 With prompting and support discuss an emotional response to guided <u>creative drama</u>
Interpret	TH:Re8.1 With prompting support discuss how <u>setting</u> can influence <u>character actions</u> in <u>creative drama</u>
Evaluate	TH:Re9.1 With prompting support describe <u>design elements</u> in guided <u>creative drama</u>
Process Components	Connecting
Emphasize	TH:Cn10.1 With promoting and support describe similarities between <u>characters</u> and oneself in a guided <u>creative drama</u>
Interrelate	TH:Cn11.1 With prompting and support describe similarities and differences in stories from multiple cultures

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*Refer to the Anchor Standards for Enduring Understandings and Essential Questions.



Theatre – Grade 2	
Process Components	Creating
Envision	TH:Cr1.2 Identify ways in which voice and sounds may be used to create or retell a story
Develop	TH:Cr2.2 Identify ways in which <u>dialogue</u> and sounds may be used to create or retell a story
Rehearse	TH:Cr3.2 Contribute to the adaptation of <u>dialogue</u> in a <u>creative drama</u>
Process Components	Performing
Select	TH:Pr4.2 Alter voice and body to expand and articulate <u>character</u> in a <u>creative drama</u>
Prepare	TH:Pr5.2 Identify the basic <u>design elements</u> in <u>creative drama</u> experiences
Share, Present	TH:Pr6.2 Contribute original ideas or choices to an <u>improvised</u> drama
Process Components	Responding
Reflect	TH:Re7.2 Describe the artistic choices made in <u>creative drama</u> experiences
Interpret	TH:Re8.2 Describe how <u>setting</u> influences <u>character traits</u> and consequences in <u>creative drama</u>
Evaluate	TH:Re9.2 Discuss <u>design elements</u> in guided <u>creative drama</u>
Process Components	Connecting
Emphasize	TH:Cn10.2 Compare <u>character</u> experiences to personal experiences in <u>creative drama</u>
Interrelate	TH:Cn11.2 Compare similarities and differences in stories from multiple cultures through <u>creative drama</u> experiences

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*Refer to the Anchor Standards for Enduring Understandings and Essential Questions.

Theatre – Grade 3	
Process Components	Creating
Envision	TH:Cr1.3 Devise original ideas for a <u>creative drama experience</u>
Develop	TH:Cr2.3 Devise original ideas for a <u>creative drama</u> experience
Rehearse	TH:Cr3.3 Contribute to the adaptation of <u>dialogue</u> in a <u>creative drama</u>
Process Components	Performing
Select	TH:Pr4.3 Determine how movement and voice can be incorporated into a <u>creative drama</u>
Prepare	TH:Pr5.3 Describe <u>design elements</u> in a <u>creative drama</u> experience
Share, Present	TH:Pr6.3 Rehearse and discuss reflections about a <u>creative drama</u> experience
Process Components	Responding
Reflect	TH:Re7.3 Discuss artistic choices and how they shape reactions to <u>drama</u> and theatre works
Interpret	TH:Re8.3 Discuss ways to develop <u>character traits</u> for a <u>creative drama</u> or theatre work
Evaluate	TH:Re9.3 Compare <u>design elements</u> in <u>creative drama</u>
Process Components	Connecting
Emphasize	TH:Cn10.3 Discuss personal experiences and knowledge to make connections to community and culture in <u>creative drama</u>
Interrelate	TH:Cn11.3 Describe how stories are adapted from literature to become <u>drama</u> or theatre works

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*Refer to the Anchor Standards for Enduring Understandings and Essential Questions.

Theatre – Grade 4	
Process Components	Creating
Envision	TH:Cr1.4 Develop original ideas for <u>characters</u> and <u>plot</u> in an <u>improvised theatre performance</u>
Develop	TH:Cr2.4 Develop original ideas for an <u>improvised</u> play with <u>characters</u> and <u>plot</u>
Rehearse	TH:Cr3.4 Revise an <u>improvised</u> or <u>scripted drama</u>
Process Components	Performing
Select	TH:Pr4.4 Make physical and vocal choices to develop a <u>character</u> in a <u>drama</u> experience
Prepare	TH:Pr5.4 Discuss the use of <u>technical elements</u> to enhance a <u>drama</u> experience
Share, Present	TH:Pr6.4 Perform small-group <u>drama</u> and theatre works to an <u>audience</u>
Process Components	Responding
Reflect	TH:Re7.4 Identify artistic choices made through participation in and observation of <u>drama</u> and theatre works
Interpret	TH:Re8.4 Compare <u>characters</u> in a <u>creative drama</u> or theatre work
Evaluate	TH:Re9.4 Propose criteria to evaluate <u>drama</u> and theatre works
Process Components	Connecting
Emphasize	TH:Cn10.4 Identify the ways <u>drama</u> and theatre work reflect the perspectives of a community or culture
Interrelate	TH:Cn11.4 Discuss cross- cultural approaches to storytelling in <u>drama</u> and theatre works

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Theatre – Grade 5	
Process Components	Creating
Envision	TH:Cr1.5 Participate in specific responsibilities required to present a <u>creative drama</u> or theatre work informally to an <u>audience</u>
Develop	TH:Cr2.5 Participate in specific responsibilities required to present a <u>drama</u> or theatre work informally to an audience
Rehearse	TH:Cr3.5 Evaluate choices to improve an <u>improvvised</u> or <u>scripted drama</u>
Process Components	Performing
Select	TH:Pr4.5 Experiment with physical and vocal choices to create meaning in <u>drama</u> and theatre works
Prepare	TH:Pr5.5 Demonstrate the use of <u>technical</u> and <u>production design elements</u> in <u>drama</u> and theatre works
Share, Present	TH:Pr6.5 Present <u>drama</u> and theatre works informally for an <u>audience</u>
Process Components	Responding
Reflect	TH:Re7.5 Explain personal reactions to artistic choices made in <u>drama</u> and theatre works
Interpret	TH:Re8.5 Explain how cultural perspectives influence personal responses to <u>characters</u> in drama and theatre works
Evaluate	TH:Re9.5 Implement criteria to evaluate <u>drama</u> and theatre works
Process Components	Connecting
Emphasize	TH:Cn10.5 Explain how <u>drama</u> and theatre work connects one to a community or culture
Interrelate	TH:Cn11.5 Investigate historical, global, and cultural issues in <u>drama</u> and theatre works

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Theatre – Middle Level	
Process Components	Creating
Envision	TH:Cr1.MS Develop a character in a creative drama or theatre work and experiment with the use of production and staging elements
Develop	TH:Cr2.MS Demonstrate leadership and collaboration when developing a drama or theatre work
Rehearse	TH:Cr3.MS Analyze scripted drama and improvvised theatre works
Process Components	Performing
Select	TH:Pr4.MS Identify the essential events in a story or script that make up the dramatic structure
Prepare	TH:Pr5.MS Analyze how technical and production design elements enhance drama and theatre works
Share, Present	TH:Pr6.MS Perform a rehearsed drama or theatre work for an audience
Process Components	Responding
Reflect	TH:Re7.MS Evaluate the artistic choices in drama and theatre works
Interpret	TH:Re8.MS Analyze how cultural perspectives influence the evaluation of drama and theatre work
Evaluate	TH:Re9.MS Evaluate drama and theatre works using supporting evidence
Process Components	Connecting
Emphasize	TH:Cn10.MS Research how cultural perspectives, community, ideas, and personal beliefs impact a drama or theatre work
Interrelate	TH:Cn11.MS Use different forms of drama and theatre work to examine contemporary, social, cultural, or global issues

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Theatre – Secondary Level	
Process Components	Creating
Envision	TH:Cr1.HS Examine the roles of <u>character, story, playwright, theatre tradition, production</u> and <u>staging elements</u> , and genre in a <u>drama</u> or theatre work
Develop	TH:Cr2.HS Analyze the collaborative relationship of <u>the actor, director, production staff</u> and <u>playwright</u> in creating a <u>drama</u> or theatre work.
Rehearse	TH:Cr3.HS Refine design choices to support the story and impact of devised, <u>improvised</u> or <u>scripted drama</u>
Process Components	Performing
Select	TH:Pr4.HS Apply a variety of <u>acting techniques</u> in the <u>rehearsal</u> and performance of <u>drama</u> and theatre works
Prepare	TH:Pr5.HS Apply <u>technical elements</u> to enhance the <u>technical</u> and <u>production design</u> of <u>drama</u> and theatre works
Share, Present	TH:Pr6.HS Perform a rehearsed <u>drama</u> for a specific <u>audience</u> with developed <u>production elements</u>
Process Components	Responding
Reflect	TH:Re7.HS Synthesize what is seen, felt, and heard in <u>drama</u> and theatre works to develop criteria for personal artistic choices
Interpret	TH:Re8.HS Analyze how artistic choices are developed from personal experiences in <u>drama</u> and theatre works
Evaluate	TH:Re9.HS Analyze a <u>drama</u> or theatre work using personal aesthetics and artistic criteria
Process Components	Connecting
Emphasize	TH:Cn10.HS Collaborate on <u>drama</u> or theatre work that examines a critical issue using various perspectives
Interrelate	TH:Cn11.HS Analyze the social, historical, and cultural contexts of <u>drama</u> and theatre works

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THEATRE STANDARDS GLOSSARY

Acting Techniques

Specific skills, pedagogies, theories, or methods of investigation used by an actor to prepare for a theatre performance.

Actor

A person whose profession is acting on the stage, in movies, or on television.

Audience

The assembled spectators or listeners at a public event, such as a play, movie, concert, or meeting.

Character

A person in a novel, play, or movie.

Character Traits/Actions

Observable embodied actions that illustrate a character's personality, values, beliefs, and history.

Creative Drama

A process-centered, non-exhibitional approach to drama intended to benefit the performers themselves; story drama and process drama are two types of creative drama.

Design Elements

The overall production ideas such as sets, sound, costume, lights, music, props, and makeup used to create a unified and meaningful design for a theatrical production.

Dialogue

A conversation between two or more characters.

Director

A person who supervises the actors, camera crew, and other staff for a movie, play, television program, or similar production.

Drama

A play for theatre, radio, or television.

Dramatic Structure

The structure of a dramatic work such as a play or film.

Gesture

An expressive and planned movement of the body or limbs.

Improvise

The spontaneous, intuitive, and immediate response of movement and speech; a distinction can be made between spontaneous improvisation, which is immediate and unrehearsed, and prepared improvisation, which is shaped and rehearsed.

Playwright

A person who writes plays.

Plot

A narrative as revealed through the action and/or dialogue; traditionally, a plot has the elements of exposition, inciting incident, conflict, rising action, climax, and resolution or falling action.

Production Elements

Technical elements selected for use in a specific production, including sets, sound, costumes, lights, music, props, and make-up, as well as elements specific to the production such as puppets, masks, special effects, or other story telling devices/concepts.

Production Staff

The group of technical/directing staff who produce a play, television show, recording, or film, including director, choreographer, technical director, make up, house manager etc.

Rehearsal

A practice or trial performance of a play or other work for later public performance.

Script

The written text of a play, movie, or broadcast.

Scripted Drama

A piece of writing for the theatre that includes a description of the setting, a list of the characters, the dialogue, and the action of the characters.

Setting

The place or type of surroundings where something is positioned or where an event takes place.

Staging

Patterns of movement in a scene or play including, for example, stage crosses, entrances, and exits which help to convey meaning.

Story Elements

Characters, setting, dialogue, and plot that create a story.

Technical Elements

The elements of spectacle such as sets, sound, costume, lights, music, props, and makeup used to create a unified and meaningful design for a theatrical production.